

CURRICULUM (A2 + – Advanced Intermediate Level)

TARGET AUDIENCE

This curriculum is designed for students who want to familiarize themselves with fundamental language skills such as basic needs and daily topics in communicative situations.

COURSE OBJECTIVES

- To develop the four communicative skills (listening and reading comprehension, conversation, and written expression).
- To master the grammar outlined in this course and its use in communicative situations.
- To become proficient in the vocabulary designed for this course for this course and its use in communicative situations.
- To reinforce the course's contents through extra pedagogical materials and homework.

METHODOLOGY

Our pedagogical model is based on the communicative approach, which tries to prepare the student for real-life communications with other Spanish-speakers. With this objective in mind, we often use photographs, illustrations, audio samples, videos, texts, and role-plays that represent daily life, which serve as a starting point to stimulate conversations during our classes.

FUNCTIONAL CONTENT

- Referring to past actions and situations.
- Expressing wishes and future plans.
- Making predictions, guesses and forecasts.
- Giving information (describing, comparing, asking for and giving information).
- Giving the reason for an event.
- Expressing chances of something to happen.
- Expressing opinions and discussing.
- Making suggestions, invitations and instructions.
- Asking someone to do something.
- Offering and asking for help, accepting and rejecting help.
- Inviting and offering something/accepting and turning down invitations/apologize.
- Showing interest in someone and their lives/talk about personal relations.
- Talking about food and giving recipes.

GRAMMATICAL CONTENT *

Mode, forms and verb tenses

- Indicative: Past (perfect, imperfect, indefinite, and pluperfect) //future (simple and compound) // conditional simple.
- Subjunctive: Present.
- Imperative: positive and negative form.
- Verbal Periphrases: *soler* + infinitive // *estar a punto de* + infinitive // *tener que* + infinitive // *estar* + gerund.

Special verbal constructions

- Pronominal verbs (*arrepentirse, atreverse ...*).
- Verbs with prepositions (*enamorarse de, alegrarse de...*).
- Verbs expressing changes in mood (*ponerse nervioso, dar miedo, enfadarse...*).
- Impersonal verbs (*llover, hacer frío/calor...*).
- Verb *gustar*//*parecerse a alguien*// *se me da bien/mal*.
- Passive voice (*se corta la cebolla, se pelan las patatas...*).

Adjectives

- Descriptive adjectives.
- Most common superlative adjectives.
- General rules of where to place the adjectives. Shortened forms.

Personal pronouns

Time indicators

- Beginning and ending of an action (*hace, desde hace, desde que...*).
- Actions that only happen once (*un día, una vez, aquel día...*).
- Actions that happen frequently (*normalmente, a veces ...*).
- Expressing a future project (*dentro de...*).

Prepositions and discursive connections

- *A, ante, de, desde, en, hacia, hasta, por, para...*
- *Cuando, luego, después, entonces...*
- *Porque, como, aunque...*

Indefinite and quantitative articles

Constructing double negations

Comparative expressions

- Comparing objects: *más/menos* + adjective/adverb/noun + *que...*
- Comparing interests: *A mí también me gusta, a mí tampoco me interesa...*

Exclaiming sentences

- *Qué* + noun/adjective// *cuánto/cómo* + verb // *ojalá (que)*

Pronunciation

Agreement

Uses of *ser* and *estar*

* - If the student requests grammatical content from lower levels can be reviewed (present and future indicative, gender and number of nouns....).